

CAPE COD CHILDREN'S MUSEUM STRATEGIC PLAN SUMMARY

The most recent institutional planning process for the Cape Cod Children's Museum began in 2002 and included several elements. The staff and board held a strategic planning retreat, led by the Director of the Cape Cod Chamber of Commerce, to discuss mission, vision, and long range goals for the organization. From this meeting came a new mission statement and a list of additional planning steps which included conducting a feasibility study for a capital campaign, applying for a MAP I Survey from IMLS, and completing a comprehensive visitor and marketing survey. All of these steps were carried out over the next 12 months and each of them included input from community leaders, staff, board members, and museum patrons. The strategic plan now in place was culled from these reports and resources; the plan is considered an evolving document that will change as goals are met, reviewed, and revised. The Long Range Planning Committee is now charged with taking the strategic plan, adopted in November of 2004, and creating a long-range vision for the organization that will encompass the desire to construct a permanent facility. To guarantee that the strategic plan is properly implemented, updated, and evaluated, semi-annual reviews of the plan and its measures of success will be conducted annually by the staff and board. The five major goals of the plan are as follows:

1. **To become the premier family attraction on Cape Cod.** This will be measured by annual attendance, increased memberships, increased participation in museum programs and events, and increased financial support.
2. **To increase and diversify revenue streams from both earned and unearned sources.** This will be measured through the financial report, the strengthening of the annual operating budget, and the tracking of the earned/unearned revenue ratio.
3. **To become a model for excellence in education through museum programs, museum exhibits, school programs, and community collaborations.** This will be measured by utilizing outcome based evaluation strategies for all programs and exhibits and soliciting community participation and feedback.
4. **To build a strong board, staff, and volunteer group that will enable the museum to build capacity.** This will be measured through the institution of professional practices, the expansion of the museum's profile throughout the region, and the strengthening of the museum's financial base.
5. **To find a permanent home for the museum.** Readiness to move forward with a capital campaign will be measured by the success of attaining the four previous goals.

For each goal, a series of specific tasks and funding needs have been developed with the specific tasks being summarized below.

Goal 1: To become the premier family attraction on Cape Cod.

Make minimal improvements to the existing facility to provide a more positive appearance; install air conditioning; have the new web site go live; develop strategic partnerships that will build the profile of the museum and help us attain our goals; revise all existing print materials and have them professionally designed and printed; develop new programs and activities and expand programs for children in the 6 to 12 year age group; increase and enhance opportunities for the public to interact with the museum and to gain media exposure; continually evolve and improve exhibits, adding more exhibits and education programs that address and promote the unique culture, environment, history, and scientific pursuits of Cape Cod; make better use of data

collection opportunities and existing data to analyze target audience and develop directed marketing campaigns; implement the marketing plan currently in place; add features that will enhance the visitor experience; continue to improve customer service.

Goal 2: To increase and diversify revenue streams from both earned and unearned sources.

Develop a business plan so that the museum can build upon its already steady income of earned revenue and ensure that revenue-producing activities are producing to their highest potential; create a solid development program that will increase current revenue ratio of 86% earned, 14% unearned to 70% earned, 30% unearned; upgrade computers and software to facilitate fundraising and create a staff position to assist with fundraising administration; continue to support and encourage the Friends of the Cape Cod Children's Museum in their fundraising efforts; build a stronger Development Committee to develop a concerted fundraising strategy.

Goal 3: To become a model for excellence in education through museum programs, museum exhibits, school programs, and community collaborations.

Enhance existing exhibits and create new exhibits, utilizing a team approach to all future exhibit planning and the services of a professional exhibit designer whenever possible; develop new exhibits and programs that explore themes unique to Cape Cod, with special focus on creating family programming and more activities for older children; better market existing preschool programs; develop Cape Cod-themed curriculums; increase presence in local school systems; add more technology through appropriate partnerships; make better use of our portable StarLab planetarium and its related curriculums; continue to develop partnerships that will allow the museum to offer new, creative programs to a wider and more diverse audience.

Goal 4: To build a strong board, staff, and volunteer group that will enable the museum to build capacity.

Revise by-laws; strengthen board committees; provide educational opportunities to the board so that they can become more familiar with board responsibilities and with the operation and governance of other children's museums; provide educational opportunities to the staff so that they can improve their knowledge regarding professional practices and gain inspiration from outside sources; diversify the geographic scope of the board by recruiting board members who better represent all Cape Cod communities; continue to recruit board members who can fill a specific need of the organization; analyze the current staff organizational structure and salary allocation to ensure the most effective use of limited salary funds; develop a budget that will support professional staff salaries and allow for basic employee benefits, such as health insurance; create a dynamic cadre of volunteers who can specifically assist with staff functions and with fundraising events.

Goal 5: To find a permanent home for the museum.

Finalize details with Mashpee Commons and solicit a written agreement as to where the new museum will be located; apply for seed money for the campaign. Specifically, money is needed to hire development counsel, to pay for a master plan and a concept plan, and to create campaign materials; hire an exhibit designer to develop a master plan for the museum and help the organization involve the community in this process; make new board appointments with an eye toward volunteer leadership for the capital campaign and the financial capacity to support the campaign.

**Cape Cod Children's Museum
2004 IMLS Museums for America Grant
Application Narrative**

1. PROJECT DESIGN

Cape Cod Communities is an exhibit initiative that will allow the Cape Cod Children's Museum to take center stage as the premier family attraction on Cape Cod. The goal of the project is to provide, in one central Cape Cod location, an interactive educational exhibit that features the unique history, culture and environment of Cape Cod, and highlights the spectacular scientific accomplishments that have taken place here. Desired outcomes for the exhibit are: 1) Visitors will gain greater knowledge of the history, culture, environment, and scientific pursuits of Cape Cod as a whole; 2) The exhibit will promote discussion about why Cape Cod is a special place to live and to visit, and what must be done to protect it for the future; 3) The exhibit will attract families who have children in the 6 to 12 age group.

Presently, there are very few exhibit elements within the Cape Cod Children's Museum that actually pertain to Cape Cod. And yet, it is the very fact that we are located on Cape Cod that differentiates our museum from the hundreds of other children's museums across the country AND that attracts so many thousands of visitors to our doors. Furthermore, there is no museum on Cape Cod that is devoted to telling the Cape Cod story; only bits and pieces of it are to be found in local village museums, historical societies, and tourist attractions. What lies before us is an outstanding opportunity to provide a unique cultural resource for Cape Cod families and a dynamic method for communicating the Cape Cod story to visitors from around the world. An IMLS Museums for America Grant will allow the Cape Cod Children's Museum to confront this opportunity and present a thought-provoking interactive exhibit about Cape Cod.

We know, through visitor surveys already completed, that our visitors are looking for more information about Cape Cod and more activities for children in the 6 to 12 year age group. We propose to offer a Cape Cod exhibit that will not only provide our visitors with what they are seeking, but present a base for establishing a comprehensive Cape Cod curriculum that will be marketed to school systems throughout the region. Although the initial concept for this exhibit is to present Cape Cod topics and icons by town (there are 16 towns on Cape Cod), the final exhibit concept, prepared in cooperation with a professional exhibit designer, may call for the use of some other format.

Front-end evaluation will be completed in the coming months to guide the concept for this exhibit, as well as to provide the staff with future exhibit ideas. Visitors will be surveyed to determine what Cape-related topics they are most interested in, and what they would most like to see their children learn about. After this is completed, we will then survey third grade children through the local schools to determine how they respond to proposed topics, what subjects most captivate them, and what kind of ideas they might have for interactive components.

From these responses, our proposed exhibit designer, Amy Leidtke, will help the exhibit team to formulate a theme, story-line, and design. Interactive components will provide the hands-on experiences that are central to the educational mission of the museum and may include such activities as: a virtual underwater ride in the Alvin submersible; a life-size Native American wetu where visitors can hear a Native American tell the Wampanoag story in his own words; a construction area where children can design a quarter, half, or full Cape Cod house; a computer station that allows visitors to see maps showing the Cape Cod built environment in 1950 and in 1999 and explore for themselves the dramatic changes that have taken place to the Cape landscape.

The exhibit will be designed to target children in the 6 to 12 year age group, although it will present a fun learning opportunity for individuals of all ages. The accompanying curriculum will target third graders and will be directly tied to the Massachusetts state social studies frameworks. Although a few of the local towns have third grade social studies programs done in conjunction with their local historical societies, there is no existing Cape Cod curriculum that places each town in the context of the larger geographical area. While most people think of Cape Cod as a unique geographical entity, there is no curriculum being taught within the Cape schools that help children to identify and embrace the exceptional and irreplaceable environment within which we are all blessed to live. The *Cape Cod Communities* curriculum will help communicate this message to school children throughout the Cape, regardless of their ability to actually visit the museum. This is an important niche opportunity for the museum that no other Cape Cod organization is addressing, and which can be utilized to substantially enhance and further our educational mission.

The in-house exhibition team will include the Executive Director, Director of Exhibits, and the Director of Education. Further, a professional exhibition designer, Amy Leidtke, will guide the exhibit development process and help the museum create an exhibit that is of the highest professional quality. (The museum has never before had the opportunity to work with a professional exhibit designer; this process is capable of positively enhancing all future exhibits created by the museum.) An intern (or interns) from Tufts University Museum Studies graduate program will be sought to help conduct formative and summative evaluation and to assist with the creation of the third grade curriculum. Carpentry volunteers will be utilized to do much of the actual construction work, as they have for previous exhibits.

Cape-wide partnerships will be created to develop the exhibit and lasting collaborations with area organizations will result. The new director of the Cape Cod Children's Museum is a trained historian and the author of a Cape Cod history book entitled *Images in Time*. She has extensive contacts throughout the Cape with leaders of local historical societies and museums. This network will be relied upon heavily to solicit support, input, information, and materials. Further, the director has also worked within the scientific community of Woods Hole and has gained knowledge there that will enhance the exhibit and help to establish science partners such as the Marine Biological Laboratory, the Woods Hole Oceanographic Institution, and the Woods Hole Aquarium. Additional partners will include such entities as the Cape Cod National Seashore, the Association for the Preservation of Cape Cod, the Woods Hole Research Center, and the Wampanoag Tribal Council. All of the participating partners will gain significant exposure to the museum's audience of members and visitors.

2. GRANT PROGRAM GOAL: Supporting lifelong learning

In his Book *The Rise of the Creative Class*, economist Richard Florida proposes that our 21st century economy is based on one simple element: human creativity. Florida looked at communities that were considered to be very special places to live and work. What he found was that the most economically successful communities were not just about technology, they were about creativity. It was the creative environments where people wanted to live and work; creativity, he asserts, breeds economic success. Ironically, creativity seems to have been thrown out the window of many educational institutions as schools suffer increasing pressure to ensure their students pass mandatory tests. One national educator recently asked a kindergarten class to pretend they were someone else; she was greeted with blank stares. One child replied "I don't know how to do that."

Thus it is the children's museum movement that has taken over the role of providing America's families with the emotive environments that inspire creativity and help build strong communities. Child development experts write that participatory activities and spontaneous play have tremendous potential to actually enhance brain development and increase kids' intelligence and academic ability. Parents, grandparents, and caregivers realize this, and are now flocking to children's museums in droves. Happily, what the adults find in a children's museum is that the children are not the only ones who are having fun and enhancing their brain power! At the Cape Cod Children's Museum, adults are encouraged to interact with their children, together exploring their creativity, seeking inspiration, and discovering the wonder of the world around us. Adults also participate in the myriad of family programming offered at the museum, from a grandfather and his granddaughter participating weekly in our Tales and Treats preschool cooking class, to a mother and son painting masterpieces together in our holiday pottery painting workshop. The Cape Cod Children's Museum truly supports lifelong learning and helps to make the local community a vital and creative place to live.

Cape Cod Communities is designed as an exhibit which will immerse children, and the adults most important in their lives, in the distinctive story of Cape Cod. It will help our young citizens to gain an understanding of the rich history, fragile environment, and life-changing scientific discoveries that are unique to the Cape. It will also provide the opportunity for children and their families to discuss how we, as residents, impact the history and environment of Cape Cod and what responsibilities we carry as individuals; hopefully inspiring them to become caring and active citizens.

3. HOW THE PROJECT FITS INTO STRATEGIC PLAN AND MISSION

The *Cape Cod Communities* exhibit and related curriculum has been identified as the number one programmatic priority of the organization to help reach the goals outlined in the strategic plan. In fact, the exhibit is uniquely designed to help address each of the five major goals outlined in the strategic plan.

Goal 1: *To become the premier family attraction on Cape Cod.* This exhibit will help the museum to establish itself as a Cape-wide entity and resource, able to act in a leadership role to bring other Cape Cod cultural organizations together for a common purpose. It will specifically address the need to add Cape Cod-themed exhibits and programs, target children in the 6 to 12 year age group, develop strategic partnerships, enhance the visitor experience,

create opportunities for media coverage, and expand the visibility of the museum throughout Cape Cod.

Goal 2: *To increase and diversify revenue streams from both earned and unearned sources.*

It is strongly felt that this initiative, more than any other, can help the museum leverage additional income from local and regional funding sources. By establishing ourselves as a regional attraction that makes an important contribution to the Cape Cod tourism economy, we will be able to attract new business partners to our corporate sponsorship program. Through collaborations with a multitude of Cape-wide partners and the development of an important educational curriculum, the project will help the museum to become a larger funding priority for local foundations and individuals with the capacity to make large gifts. Further, we will be able to market our curriculum package to the numerous elementary schools located within the 16 Cape Cod towns, and develop accompanying field trip opportunities which will create new income. We also expect visitation and membership to grow steadily because of this exhibit initiative.

Goal 3: *To become a model for excellence in education through museum programs, museum exhibits, school programs, and community collaborations.*

Cape Cod Communities will enable the museum to address almost every action item listed under this goal. This includes developing Cape Cod-themed exhibits and curriculums, activities for older children, utilizing a team exhibit approach and outside exhibit design consultants, increasing our presence in Cape Cod school systems, and developing partnerships.

Goal 4: *To build a strong board, staff, and volunteer group that will enable the museum to build capacity.*

Developing a professionally-designed, Cape Cod exhibit will increase the stature of the museum in the eyes of the community and will help us to attract board members who represent geographical diversity and who have the ability to provide leadership gifts. The process of developing the exhibit will also help educate key staff members and build internal capabilities for future exhibits.

Goal 5: *To find a permanent home for the museum.*

Before the Cape Cod Children's Museum can begin the process of raising money for a permanent building, it is imperative that we demonstrate the capacity to be a regional organization that can serve as a leader in education and cultural tourism. The *Cape Cod Communities* exhibit will help us to demonstrate to the larger community that we are a professional organization with outstanding leadership and the ability to create a world-class cultural destination on Cape Cod.

4. STRATEGIC PLAN: PROCESS AND FINANCIAL RESOURCES

When the museum lost its original location and was forced to move in 2000, the board began contemplating how to obtain a permanent, museum-owned home. The owners of the new location, Mashpee Commons Ltd. Partnership, were happy to have the museum occupy an unused 8,000 square foot building they owned, but urged the board to consider building a new facility within their upscale shopping center development. This led the organization to consider a capital campaign for such a venture, and prompted an institutional planning process that began in 2002.

The staff and board of the museum first held a strategic planning retreat, led by the Director of the Cape Cod Chamber of Commerce, to discuss mission, vision, and long range goals for the organization. From this meeting came a new mission statement and a list of additional planning steps which included conducting a feasibility study for a capital campaign, applying for a MAP I Survey from IMLS, and completing a comprehensive visitor and marketing survey. At the urging of Mashpee Commons, a feasibility study was undertaken to gauge the institution's capacity to raise money for a new facility. Fundraising consultants were hired for this task and interviews were conducted with community leaders throughout Cape Cod. Although the feasibility study showed the museum to be capable of raising significant funds for a new building, it also illuminated many organizational issues that would need to be addressed before a campaign could be successfully undertaken. A MAP I survey, conducted by Tony Mollica of the Children's Museum of Southeastern Connecticut, was completed in the spring of 2003. Mollica met not only with staff and board, but also with a focus group of parents, educators, and community leaders. The MAP I report prepared by Mollica identified several operational areas, as well as board-related issues, that the organization should address. Finally, three rounds of visitor surveys were conducted at the museum during three very different times of the year. These visitor surveys, prepared by a local market research company, were meant to identify visitor needs, gauge visitor experience, and discover the perceived strengths and weaknesses of the museum. Although the audience included members, area residents, and visitors from off-Cape, the results were fairly uniform. Most surveys indicated a need for: exhibits that appealed to older children; enhanced services to address the visitor experience; upgrading of current exhibits and the need to create changing exhibits; and more exhibit content related to the local area. As a result of these visitor surveys, Market Research, Inc. prepared a comprehensive marketing plan for the organization to guide future decisions.

The strategic plan adopted in November of 2004 was culled from these reports and resources. The plan is considered an evolving document that will change as goals are met, reviewed, and revised. A Long Range Planning Committee, made up of staff, board members, parents, and community representatives, is currently charged with taking the existing strategic plan and carrying it into the future to encompass a new building. To guarantee that strategic action steps are taken and that the plan evolves with the organization, semi-annual reviews of the plan and its measures of success will be conducted by the Long Range Planning Committee.

A list of financial needs was developed in association with the strategic plan. The financial plan clearly demonstrated the need to maximize earned income through effective marketing, and to significantly grow unearned income. A business plan is currently being written to address the museum's revenue producing streams and help realize their full potential. Several steps are being taken to increase the unearned income, which has in the past only accounted for about 15% of the operating budget. A volunteer group, Friends of the Cape Cod Children's Museum, was founded to help the museum stage annual fundraisers and special events. Although only 4 months old, the group has strong officers, one successful fundraiser under its belt, and a roster of three events planned over the next year which should become annual fundraisers for the museum. Additionally, the Executive Director has established a Corporate Partnership program that brings corporate support to the museum while providing marketing benefits to our business partners. Grant proposals are being submitted at every

opportunity to local foundations and state agencies, and a planned giving program is now being developed. Additionally, the Board of Directors has created an annual, board-driven fundraising event and the Development Committee is currently researching additional fundraising strategies.

It is through all of these revenue producing efforts that we will create the budget needed to take the action steps required in the strategic plan. The Board of Directors, however, has already committed to the major recommendation in the MAP I survey by hiring the museum's first full-time professional director.

5. APPROPRIATENESS OF PROJECT FOR INSTITUTION, AUDIENCE

The museum's audience reaches across ethnic boundaries, income levels, and abilities to offer a place where families can come together and experience the joy that learning can and should provide. The target audience for the museum is families (or schools) with children under the age of 12. The majority of our museum visitors, and our members, come from surrounding towns within a 30 minute drive. We are currently targeting communities within a 45 – 60 minute drive time of the museum for increased presence and media exposure. In 2003, 82% of our visitors came from Massachusetts, 4% from New York, 3% from Connecticut, and 2% each from Rhode Island and New Jersey. Local Cape Cod families are most likely to visit the museum during the school year, from September through May, while our summer visitation brings mostly visitors from off-Cape who are vacationing here.

There are approximately 220,000 year-round residents who live on Cape Cod; the seasonal population is almost double that figure. Since 1970, the Cape has experienced a 130% growth in its resident population. Of the total population in 2000, 94% are white and 2.5% are African-American, while Asians, Native Americans, and Hispanic make up about 1% each of the population. The Asian and Hispanic populations are growing significantly, as are the ethnic populations of Portuguese and Brazilians. Mashpee, where the museum is located, is home to the Wampanoag Native American tribe and thus has the highest population of Native Americans on the Cape. While the Cape is perceived as being economically affluent, the reality is that 65% of year-round residents have a family income below \$75,000. Almost half of our resident work force is made up of individuals with trade, transportation, fishing, or service occupations. Approximately 29,000 children live on the Cape in the 0 – 12 age group; 7 percent of those children live below the poverty level.

The target audience for the *Cape Cod Communities* exhibit is children in the 6 to 12 year age group, and their families. This audience includes both resident families, and those who visit Cape Cod from locations throughout the world. The target audience for the related curriculum is third grade students in school systems throughout the Cape. Currently, there is no museum exhibit, no curriculum, and no educational programs of any kind known to us that encompass the history, culture, environment, and scientific pursuits of Cape Cod as a whole. Based on the audience surveys completed by our visitors, we know that exhibits for older children and exhibits about Cape Cod are two often-articulated desires among our visitors. This exhibit will help address both of these needs, along with a host of organizational goals as outlined in our strategic plan.

6. PROJECT RESOURCES: TIME AND BUDGET

Cape Cod Communities is the first large-scale, professionally designed exhibit undertaken by the Cape Cod Children's Museum. It is meant to be the most visible indicator to our audience and the general public that the museum is a professional, education-driven organization well on its way to becoming the premier cultural attraction on Cape Cod. The exhibition will be researched, designed, installed, and evaluated over a two-year period. The bulk of the design and construction work will be completed in year one.

Producing this exhibition is a high priority for the museum and deserves the staff resources that will be devoted to it by the three staff members participating on the exhibit team. The museum is lucky to have a contingent of carpentry volunteers who have helped with previous construction projects and who will do the bulk of the construction. These volunteers include professional carpenters and builders whose families are members of the museum. The bulk of the requested funds will go toward materials and supplies, graphics, technological components, and exhibit design work. Although this exhibit budget may seem modest to larger museums, it will be sufficient for this savvy and creative team that is used to pinching pennies and making purses out of sow's ears!

7. PROJECT RESOURCES, PERSONNEL AND TECHNOLOGY

The project team will include the following museum staff members: Executive Director, Director of Exhibits and Director of Education. The Executive Director, Barbara Milligan, will serve as the project leader. Milligan is a trained historian who has researched, written, and installed many history exhibits and developed a variety of educational programs and curriculums. The Director of Exhibits, Holly Dayton, is one of the three founders of the museum. She has been in charge of museum exhibits since the opening of the facility and is the person most familiar with the day-to-day audience and operational concerns of the museum. Dayton is part-time and will be able to take on additional hours as funds from this grant are made available. The Director of Education position at the museum is currently vacant. Qualifications for this position will include a degree in elementary education and several years of experience devoted to program and curriculum development.

Additionally, the museum will recruit a museum intern from Tufts University who will be paid by stipend. The intern will assist with a variety of exhibit duties including, most importantly, the formative and summative evaluation, as well as curriculum development and research. This will help the museum to create a relationship with the Tufts program and establish an on-going internship program. A professional exhibit designer, Amy Leidtke, will lead the conceptual development for the project, provide the design services, and oversee the construction and installation of the exhibit. Leidtke has worked with children's and science museums across the United States. Her client list and resume are impressive, and it is felt by the staff that her participation in this exhibit will ensure success and will greatly enhance the professional reputation of the museum.

Project Budget Form

SECTION 1: SUMMARY BUDGET

Name of Applicant Organization Cape Cod Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

DIRECT COSTS

	IMLS	Applicant	Total
SALARIES & WAGES	<u>8,000</u>	<u>19,300</u>	<u>27,300</u>
FRINGE BENEFITS	<u></u>	<u>1,950</u>	<u>1,950</u>
CONSULTANT FEES	<u>6,800</u>	<u>1,750</u>	<u>8550</u>
TRAVEL	<u></u>	<u></u>	<u></u>
MATERIALS, SUPPLIES & EQUIPMENT	<u>6,500</u>	<u>1,100</u>	<u>7,600</u>
SERVICES	<u>2,800</u>	<u></u>	<u>2,800</u>
OTHER	<u></u>	<u></u>	<u></u>
TOTAL DIRECT COSTS	\$ <u>24,100</u>	\$ <u>24,100</u>	\$ <u>48,200</u>
INDIRECT COSTS	\$ <u></u>	\$ <u></u>	\$ <u></u>

TOTAL PROJECT COSTS \$ 48,200

AMOUNT OF CASH-MATCH \$ 18,800

AMOUNT OF IN-KIND CONTRIBUTIONS \$ 5,300

TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS) \$ 24,100

AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS \$ 24,100

PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS 50 %
(MAY NOT EXCEED 50%)

Have you received or requested funds for any of these project activities from another federal agency?
(Please check one) ☐ Yes ☒ No

If yes, name of agency _____

Request/Award amount _____

Project Budget Form

SECTION 2: DETAILED BUDGET

Year ☒ 1 ☐ 2 ☐ 3 - Budget Period from 08 / 01 / 05 to 07 / 31 / 06

Name of Applicant Organization Cape Cod Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	yearly wage 15% effort		6,000	6,000
<u>[REDACTED]</u>	(1)	hourly wage, 200 hours	1,000	1,000	2,000
<u>[REDACTED]</u>	(1)	hourly wage, 250 hours	1,500	2,250	3,750
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			2,500	9,250	11,750

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	stipend	750	750	1,500
<u>exhibit builders</u>	(3)	hourly (\$40 x 120)		4,800	4,800
<u> </u>	()				
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			750	5,550	6,300

FRINGE BENEFITS

RATE		SALARY BASE	IMLS	APPLICANT	TOTAL
10	% of \$	11,750		1,175	1,175
	% of \$				
	% of \$				
TOTAL FRINGE BENEFITS \$				1,175	1,175

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	\$450 daily	15	5,000	1,750	6,750
<u> </u>					
<u> </u>					
<u> </u>					
TOTAL CONSULTANT FEES \$			5,000	1,750	6,750

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	TOTAL
<u> </u>	() ()					
<u> </u>	() ()					
<u> </u>	() ()					
<u> </u>	() ()					
TOTAL TRAVEL COSTS \$						

Project Budget Form

SECTION 2: DETAILED BUDGET CONTINUED

 Year ☒ 1 ☐ 2 ☐ 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
construction supplies	estimate	3,000	500	3,500
computer equipment	estimate	2,000	600	2,600
manipulatives	estimate	1,500		1,500
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$		6,500	1,100	7,600

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Graphics	estimate	2,000		2,000
TOTAL SERVICES COSTS \$		2,000		2,000

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
TOTAL OTHER COSTS \$				

TOTAL DIRECT PROJECT COSTS \$	16,750	18,825	35,575
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 3.5.)

Applicant organization is using:

- ☐ A. An indirect cost rate which does not exceed 15 percent of modified total direct costs charged to IMLS.
☐ B. Federally negotiated indirect cost rate (see page 3.5).

Name of Federal Agency Expiration

Date of Agreement

Rate base Amount(s)

_____ % of \$ _____ = \$ _____

IMLS Applicant

Total

C. Total Indirect Costs

\$ _____ \$ _____

\$ _____

Project Budget Form

SECTION 2: DETAILED BUDGET

Year ☐ 1 ☒ 2 ☐ 3 - Budget Period from 08 / 01 / 06 to 07 / 31 / 07

Name of Applicant Organization Cape Cod Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	yearly wage, 5% effort		2,000	2,000
<u>[REDACTED]</u>	(1)	hourly wage, 201 hours	1,500	570	2,000
<u>[REDACTED]</u>	(1)	hourly wage, 250 hours	2500	1250	3750
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			4,000	3,750	7,750

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	stipend	750	750	1,500
<u> </u>	()				
<u> </u>	()				
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			750	750	1,500

FRINGE BENEFITS

RATE		SALARY BASE	IMLS	APPLICANT	TOTAL
10	% of \$	7,750		775	775
	% of \$				
	% of \$				
TOTAL FRINGE BENEFITS \$				775	775

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	\$450 daily	4	1800		1800
<u> </u>					
<u> </u>					
TOTAL CONSULTANT FEES \$			1800		1,800

TRAVEL

FROM/TO	NUMBER OF PERSONS	DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	TOTAL
<u> </u>	()	()					
<u> </u>	()	()					
<u> </u>	()	()					
<u> </u>	()	()					
TOTAL TRAVEL COSTS \$							

Project Budget Form

SECTION 2: DETAILED BUDGET CONTINUED

 Year ☐ 1 ☒ 2 ☐ 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$		_____	_____	_____

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
printing	_____	800	_____	800
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
TOTAL SERVICES COSTS \$		_____	_____	_____

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
TOTAL OTHER COSTS \$		_____	_____	_____

TOTAL DIRECT PROJECT COSTS \$	7,350	5,275	12,625
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 3.5.)

Applicant organization is using:

- ☐ A. An indirect cost rate which does not exceed 15 percent of modified total direct costs charged to IMLS.
☐ B. Federally negotiated indirect cost rate (see page 3.5).

Name of Federal Agency Expiration

Date of Agreement

Rate base Amount(s)

_____ % of \$ _____ = \$ _____

IMLS Applicant

Total

C. Total Indirect Costs

\$ _____ \$ _____

\$ _____

Cape Cod Children's Museum BUDGET JUSTIFICATION

Salaries

This project involves the salaries of three museum staff members: the [REDACTED], the [REDACTED], and the [REDACTED]. The [REDACTED] will expend 15% effort on the project in YR 1, and 5% in YR 2; these funds are being provided as a match. The museum has just recently hired its first full-time professional director. The new director is devoting some of her time to exhibits including establishing an educationally-driven, team approach to exhibition development, implementing appropriate evaluation techniques, and enhancing existing exhibits. Thus a portion of her time is already being utilized for exhibits and can be transferred to the proposed project. The [REDACTED], one of the founders of the museum, is a part-time employee who also serves as the manager of our museum store. If additional funds are made available for her through this grant, then more hours can be added to her schedule for this project. The budget proposes 200 hours of her time (at \$10 an hour) for each budget year with IMLS contributing 50% in YR 1 and 75% in YR 2. The [REDACTED] position is currently vacant. The Executive Director is reorganizing the Education Department and shifting the way responsibilities have been designated in the past. Serving on the exhibition development team will be part of the responsibility for this staff position in the future. The budget proposes 250 hours (at \$15 an hour) for the [REDACTED] in each budget year with IMLS contributing 40% of this in YR 1 and 66% in YR 2.

A stipend for an exhibit intern from the Tufts University Graduate Program in Museum Studies has been requested. With a proposed \$1,500 stipend in each year of the budget, half is requested from IMLS.

The exhibit construction team will consist of carpentry volunteers, many of whom have participated in previous exhibit fabrication for the museum. The team will be supervised by [REDACTED], a local carpenter who has constructed the bulk of the museum's existing exhibits. With an anticipated 120 hours of volunteer time devoted to the project at the local rate of \$40 an hour, we have included this \$4,800 as an in-kind match.

The museum currently does not provide any benefits to its employees. Thus our fringe rate only takes into account FICA, worker's compensation, and unemployment insurance.

Consultant Fees

[REDACTED] will work with the museum to lead the conceptual design, fabrication, and installation of the exhibit. Her services will be utilized judiciously to keep down the number of days for which she will be paid. Leidtke's services are \$450 per day and we anticipate utilizing her for 15 days in YR 1, when the bulk of the design and construction is to be completed, and 5 days in YR 2. [REDACTED] was chosen for this project after the Executive Director evaluated several prospective exhibit design firms to help the museum, not only with this exhibit, but with

the master plan and concept plan for a possible new building. [REDACTED] was chosen because of the outstanding exhibits that she has designed for similar museums and because her focus is on creating environments for children. It also helps the budget that [REDACTED] lives within an hour of the museum, as this will help keep costs down.

Materials, Supplies, and Equipment

The museum has an excellent relationship with a local lumber yard that has been very generous to us in previous years. We anticipate that they will donate a portion of the materials needed and thus we have included a \$500 in-kind match for that reason. The \$3,000 requested from IMLS will be used to purchase lumber, hardware, and other items needed for fabrication.

At least two computer stations will be utilized within the exhibit: one for a virtual ride in the Alvin submersible and one for a station that explores changes to the Cape Cod landscape over time. The two computers will both be PCs with minimum specifications of: Pentium 4, 1GB Memory, and 80 GB hard drive. Both will have flat monitors and kid-friendly key boards; printers are not required. We anticipate that each unit will cost \$1,000 and have included a \$600 in-kind match for this category as we anticipate some assistance with this from our local computer store and technology council. We will also be using several digital audio recorders within the exhibit and have budgeted \$600 for that purpose with 3 flash recorders at \$200 each.

Hands-on manipulatives will be purchased for several stations including wooden blocks that can be utilized to construct a Cape Cod house. Not all of the objects needed will be known until the exhibit storyline has been completed, but we anticipate that \$1,500 will be sufficient for this purpose.

Services

The museum will need to purchase graphics from area repositories and have them electronically reproduced, some in large format, for the exhibit. We have included \$2,000 in YR 1 for this purpose. In YR 2, \$800 has been proposed to cover the cost of printing the educational packets/curriculum for use in our education program, as well as to cover the cost of producing an educational manual to accompany the exhibit.